DOCUMENT RESUME

ED 341 877 CE 060 534

AUTHOR Locke, Don C.; Parker, Larry D.
TITLE A Multicultural Focus on Career Education. Information Series No. 348.
INSTITUTION ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 91
CONTRACT RI88062005
NOTE 45p.
AVAILABLE FROM Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN348: $5.25).
PUB TYPE Information Analyses - ERIC Clearinghouse Products (071)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Counseling; Career Development; *Career Education; *Cultural Awareness; Cultural Background; Cultural Differences; *Cultural Pluralism; Ethnicity; Intercultural Communication; Minority Groups; *Multicultural Education; Population Trends

ABSTRACT

The purpose of this literature review is to illustrate the implications of cultural diversity for career education and development. Discussed first are census data demonstrating the rapid increases in population of such groups as Asians/Pacific Islanders, African Americans, Native Americans, and Hispanics. Differences in world view are explored next, with an explanation of how differences in Locus of Control and Locus of Responsibility are influenced by cultural heritage and life experiences. The relevance for diverse populations of career development theories based on a white male, middle-class population is questioned. Appropriate intervention methods for specific groups, the unique challenges facing culturally diverse women, and communication issues are discussed. The cross-cultural awareness continuum is presented as a tool career personnel can use to gauge their growth in intercultural competence. The levels of the continuum are as follows: (1) self-awareness; (2) awareness of one's own culture; (3) awareness of racism, sexism, and poverty; (4) awareness of individual differences; (5) awareness of other cultures; (6) awareness of diversity; and (7) career education skills/techniques. A system focus on cultural diversity involves two sets of strategies for improving career education/development programming: recommendations for multicultural program content and process strategies to improve multicultural competence. (SK)

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ED341877

Information Series No. 348

A MULTICULTURAL FOCUS ON CAREER EDUCATION

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Center on Education and Training for Employment
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1900 Kenny Road
Columbus, Ohio 43210-1090

1991

CE 060 534

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FUNDING INFORMATION

Project Title:	ERIC Clearinghouse on Adult, Career, and Vocational Education
Contract Number:	RI88062005
Act under Which Administered:	41 USC 252 (15) and P.L. 92-318
Source of Contract:	Office of Educational Research and Improvement U.S. Department of Education Washington, DC 20208
Contractor:	Center on Education and Training for Employment The Ohio State University Columbus, Ohio 43210-1090
Executive Director:	Ray D. Ryan
Disclaimer:	This publication was prepared pursuant to a contract with the Office of Educational Research and Improvement, U.S. Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
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FOREWORD

The Educational Resources Information Center Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is 1 of 16 clearinghouses in a national information system that is funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. This publication was developed to fulfill one of the functions of the clearinghouse--interpreting the literature in the ERIC database.

ERIC/ACVE would like to thank Don C. Locke and Larry D. Parker for their work in preparing this paper. Dr. Locke is Professor and head of the Department of Counselor Education at North Carolina State University, where he has taught since 1975. He has also served as a high school counselor, social studies teacher, and president of the Southern Association for Counselor Education and Supervision. Among his numerous publications is the chapter, "State of the Art in Cross-Cultural Counseling," in ***The Social Relevance of Counseling***.

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ERIC/ACVE also acknowledges the following people for their critical review of the manuscript: Courtland Lee, Associate Professor, University of Virginia; Mark Newton, Director of Organizational Development, Cincinnati Gas and Electric; Louise Vetter, Senior Research Specialist emerita, Center on Education and Training for Employment (CETE); and Marcia Fear-Fenn, director of the Sex Equity Section, Vocational Instructional Materials Laboratory, CETE.

Publication development was coordinated by Susan Imel. Sandra Kerka edited the manuscript, and Janet Ray served as word processor operator.

Ray D. Ryan
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EXECUTIVE SUMMARY

A substantial portion of the population of the United States are members of culturally diverse groups, a vast reserve of human potential. A multicultural focus on career education and development is a vehicle to tap into that reserve. The purpose of this review and synthesis of literature related to career education and multicultural issues is to acquaint readers with the implications of diversity for career programming. The literature review encompasses such fields as education, counseling, psychology, and sociology.

Discussed first are census data demonstrating the rapid increases in population of such groups as Asians/Pacific Islanders, African Americans, Native Americans, and Hispanics. The data also show regional differences in cultural diversity across the United States. Differences in world view are explored next, with an explanation of how different combinations of the dimensions of Locus of Control and Locus of Responsibility are influenced by cultural heritage and life experiences. Career educators are encouraged to recognize the world views of themselves and culturally diverse students.

The relevance for diverse populations of career development theories based on a white male, middle-class population is questioned. The rates of success in school and work of individuals from diverse backgrounds demonstrate the disparate experiences of these students compared to white students.

Studies and theories that support a multicultural focus for career education are presented to give career educators a knowledge base with which to change practice. Appropriate intervention methods for specific groups, the unique challenges facing culturally diverse women, and communication issues are discussed.

The final chapter explores the dimensions of the cross-cultural awareness continuum, which career personnel can use to gauge their growth in intercultural competence, a lifelong, ongoing process. The levels of the continuum are as follows:

- Self-awareness
- Awareness of one's own culture
- Awareness of racism, sexism, and poverty
- Awareness of individual differences
- Awareness of other cultures
- Awareness of diversity
- Career education skills/techniques

Two sets of strategies for improving career education/development programming constitute a system focus on cultural diversity. One set makes recommendations for multicultural program content, and the other includes process strategies to improve multicultural competence.

Information on multiculturalism and career education may be found in the ERIC database using the following descriptors: *Career Counselors, Career Development, *Career Education, *Cultural Awareness, Cultural Background, Cultural Differences, *Cultural Pluralism, Ethnicity, Intercultural Communication, Minority Groups, *Multicultural Education, Population Trends. Asterisks indicate particularly relevant descriptors.

INTRODUCTION

A major goal of educational and vocational leaders for most of this century has been to prepare youth successfully for the world of work. One could argue that the degree of success of that endeavor is correlated with diversity because disparate experiences (educational and otherwise) have served to develop differences in the social and economic status of diverse groups. As the need for career development throughout the life span is better understood, the challenge to prepare youth for work is compounded by attempts to understand and address the needs of a rapidly changing workplace and work force.

Educators and policy makers in the United States are finding that economic transitions and demographic factors have gained in both proportion and significance. From production to consumption, a substantial percentage of Americans are members of culturally diverse groups who play a vital role in the country's economic well-being. It is safe to say that government, industry, and small business will continue to need skilled and productive employees, and the applicant pool of potential employees will increasingly be composed of members of culturally diverse groups. That factor is a great strength: If the greatest natural resource of a nation is in its people, then the United States holds a vast reserve of human potential. A multicultural focus in career education and development is a vehicle to tap into that reserve. One result could be a nation moving toward a world marketplace in which cultural, social, and educational issues are intricately intertwined.

This paper is a review and synthesis of selected literature related to career education and career development with a focus on multicultural issues. The purpose of this paper is to discuss strengths of current career and vocational programming, indicate areas of needed research and emphasis, and make inferences for educational programming. The information is organized so the reader will become acquainted with specific issues as they relate to diverse populations. The literature discussed was selected from over 200 articles read by the authors from numerous fields that included education, counseling, psychology, sociology, and career education. Articles were selected on the basis of relevance to current issues, representativeness of current research and instructional emphasis, and significance to practice.

Discussed first are changing demographics that clarify the increasing diversity of the total population of the United States. The data have implications for vocational issues and training programs across all groups. Diverse world views, the need for training in career development, and the role of theory follow. Next, critical issues in career education and career development for diverse populations are identified and discussed. The paper concludes with suggestions for additional research and recommendations for school personnel.

An Overview of the Problem

In 1991, the United States drew and then reinforced a "line in the sand" against political tyranny in the Middle East. From the authors' viewpoint, it is equally important to make such an assertion against forces and practices from within that may work to deny individuals and groups access to the rewards and mobility offered through education and career alternatives. Though it may sound grandiose, we would hope, for example, that all Americans could obtain jobs most suited to their desires and abilities, enjoy adequate health care, meet their human needs, and feel good about their ability to care for themselves and their families. The evidence that such situations exist today, particularly across all groups, is lacking.

The issues of concern for diverse cultures, women, single-parent families, immigrants, and those living in poverty cannot be adequately addressed from a narrow perspective. Ours is a dynamic society with complex problems that require complex solutions. As technology and internal diversity increase, problem solving as a process must be addressed. Career development competencies, career education, and vocational training (vital components of preparation for change) will be more meaningful when designed with input from multiple viewpoints.

As representatives of agencies or institutions, counselors and educators are in pivotal positions to facilitate or promote program improvements. They are engaged in what must become a multidisciplinary effort to address multicultural issues in the career education process. Career education programs and intervention strategies cannot follow a "majority rule" mentality but must provide strategies that take into account the differences between **and** among diverse cultures. In addition, service delivery systems must also include an ongoing evaluative component that incorporates flexibility and creativity. Such efforts would become a proactive stance targeted at those individuals or groups not benefiting from previous efforts.

Multiculturalism, as a point of view or perspective, is not easily defined because it is in the process of evolving. Therefore, multiculturalism is not understood or embraced by all; those who least understand the benefits and strengths of a diverse society also lack an understanding of the broad-based efforts necessary to work with the complexities encountered therein. Ultimately, it is in the interest of **all** to develop and conduct policies and practices beneficial **across** groups. Multiculturalism can become a lifelong goal toward which to work, though all goals may never be fully accomplished.

People are identified and associated with what they do, especially in terms of their vocations. In this society, introductions often include information about one's career: An early question in new social encounters is "What do you do?" In the United States, a career serves as a means to understand the world around us and serves as a basis for others to understand us. Everyone is affected by the dynamics of the world of work in some manner. Work, as a human endeavor, has elements of commonality across cultures. It is in the career development and education arena that a multicultural focus has tremendous potential because career issues can serve as a common ground among diverse cultures.

Definitions of Terms

Unless otherwise noted, the following definitions are taken from the National Vocational Guidance Association's

clarification of career terminology widely used by educators, counselors, psychologists, and others (Sears 1982).

Career--The totality of work one does in one's lifetime. Super's (1976) definition of career also provides insight into the concept: Career is the course of events that constitutes a life.

Career Counseling--A relationship between counselor and client with the goal of helping the client integrate and apply an understanding of self and the environment to make the most appropriate career decisions and adjustments.

Career Development--The total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual, throughout the lifespan.

Career Development Theories--Theoretical bases for understanding how individuals develop, solve problems, avoid blocks, and progress with efficiency and satisfaction in their careers.

Career Education--An infusion of career developmental concepts into instructional content and method by which academic subject matter can be made relevant to work or self-exploration (Herr and Cramer 1988).

Career Information--Information related to the world of work that can be useful in the process of career development, including educational, occupational, and psychosocial factors related to working (for example, availability of training, the nature of the work, and status of workers in differing occupations).

Interest--Indications of what an individual wants to do or considers satisfying.

Job--A group of similar, paid positions requiring some similar attributes in a single organization.

Occupation--A group of similar jobs found in various industries or organizations. Occupations, trades, and professions exist independently of any person. Careers exist only when people are pursuing them (Super 1985).

Vocation--An occupation with commitment, distinguished primarily by its psychological as well as economic meaning.

Vocational Education--A structured, sequential, and developmental component of a school curriculum (kindergarten through postsecondary) that provides information and training to both college and noncollege-bound students in those competencies and occupational skills that prepare for the students' transition and adjustment to the world of work.

Work--Conscious effort (other than that having as its primary purpose either coping or relaxation) aimed at producing benefits for oneself or others.

Words with a multicultural focus are more difficult to clarify and can vary widely in their content. The following terms are put forth as working definitions for the purposes of this paper.

Culture--Knowledge; shared and learned patterns of information a group uses in order to generate meaning among its members. Every culture develops explicit and implicit systems to share knowledge, facilitate communication, and survive. The systems are the products of ecological, historical, and

contemporary adaptive needs that encompass beliefs, attitudes, and values; entail verbal and nonverbal language; and have material dimensions (Wurzel 1988).

Ethnicity--A shared sociocultural heritage that includes similarities of religion, history, and common ancestry (Pedersen 1988).

Ethnocentrism--A view that one's group is central to everything else and that all other groups are rated in reference to one's own.

Minority--A group receiving differential and unequal treatment because of collective discrimination or oppression, regardless of numerical criteria (Pedersen 1988).

Multiculturalism--A style of thinking and feeling that is tolerant of cultural diversity, the ambiguities of knowledge, and variations in human perspective; a style of learning that invites inquiry; a questioning of the arbitrary nature of one's own culture and acceptance of the proposition that others who are culturally diverse can enrich one's experience; to be aware and able to incorporate and synthesize different systems of cultural knowledge into one's own (Wurzel 1988).

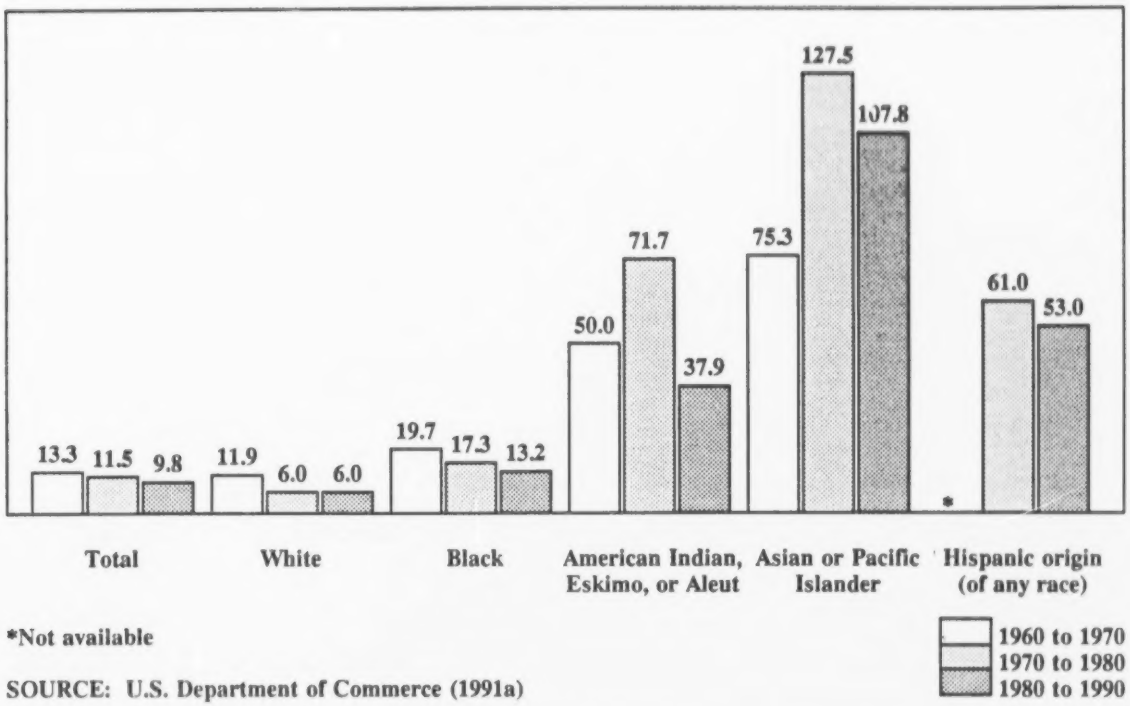
Race--A pseudobiological system of classifying persons by a shared genetic history or physical characteristics such as skin color (Pedersen 1988).

U.S. Demographics: Projections of Exponential Change

According to recently published information from the U.S. Department of Commerce's (USDC) Bureau of the Census, the number of people residing in the United States in 1990 was 248.7 million (USDC 1991a). A decision was made by USDC not to adjust statistically the count for a projected 5 million individuals not represented in the census data (many of whom have culturally diverse backgrounds). The currently accepted figures show a 9.8 percent increase in the total population, when compared to the 1980 total population of 226.5 million. Figure 1 compares U.S. growth rates over the past 3 decades and demonstrates a decline in overall rate of increase. All of the census data for 1990 are on computer tapes. Most of the data included here were published in ***1990 Census Profile*** (USDC 1991a). For additional information about their publication program, contact Customer Services, U.S. Bureau of the Census, Washington, DC 20233, (301) 763-4100.

Due to differing methods of gathering information, census data are not totally comparable between censuses but can be used to establish trends:

- The 1990 Asian or Pacific Islander population of 7.3 million is more than double the 1980 population of 3.5 million, largely due to immigration.
- The Hispanic origin population (of any race) increased by 53 percent (from 14.6 million to 22.4 million), also largely due to a high level of immigration.
- A rapid increase (38 percent) in the American Indian, Eskimo, or Aleut population was found when the 1990 figure of nearly 2 million was compared to the 1980 figure of 1.4 million (due, in part, to an increasing willingness by residents to identify with the population).



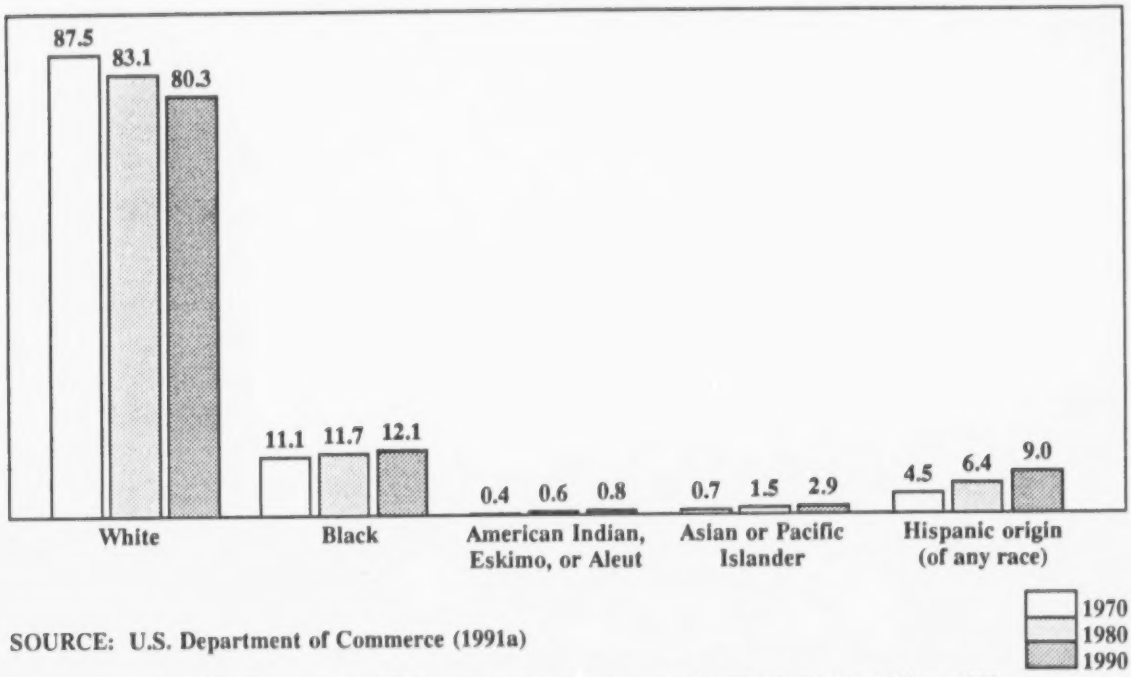
*Not available

SOURCE: U.S. Department of Commerce (1991a)

Figure 1. Percentage of change in population, by race and Hispanic origin, for the United States: 1960 to 1990.

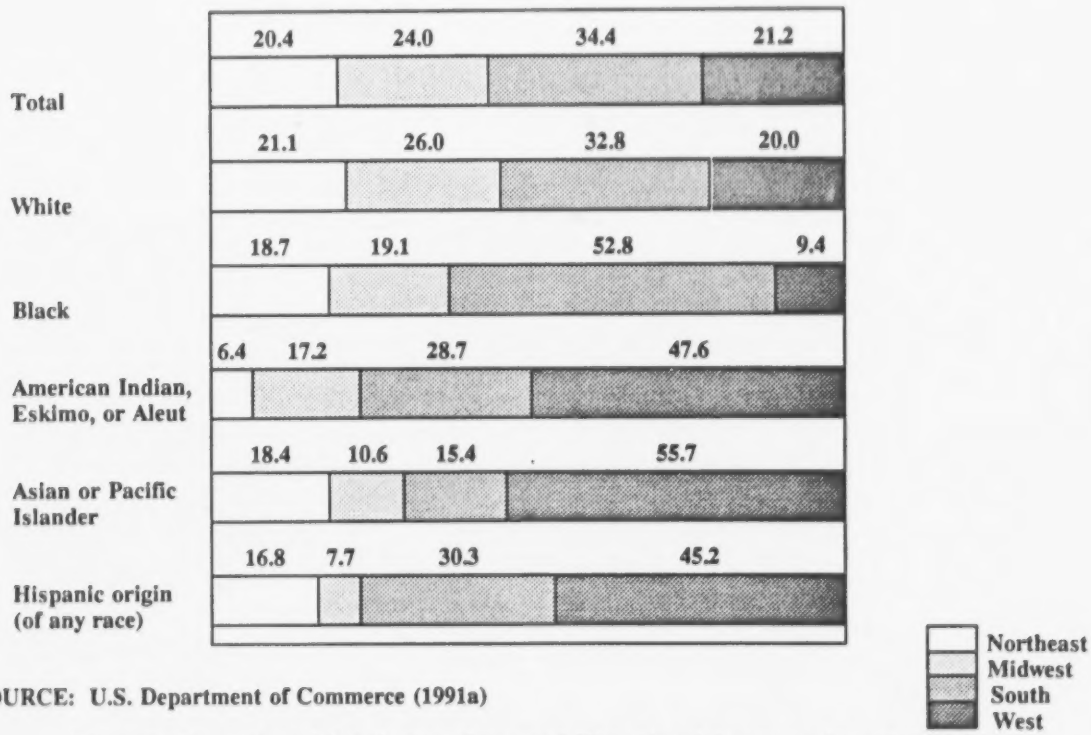
- The African-American population figure of nearly 30 million in 1990 demonstrates a growth rate about one-third higher than that of the total population.
- The number of whites increased from 188.4 million to 199.7 million, a growth rate of 6.0 percent.
- The growth rates, across races, demonstrate an increased proportion of the total population by nonwhites (see figure 2).

There are significant differences in the distribution of racial groups, although the white population appeared somewhat equally distributed over the varying regions (see figure 3). Racial diversity is greatest in the West and lowest in the Midwest, and racial populations were concentrated differently by region. Projections based on growth rates are tentative but two trends can be detected from the 1990 census data: (1) the trend toward increasing diversity of the U.S. population is predicted to continue, and (2) population growth rates have been found to vary according to region and that trend will probably continue. Thus, an overview of the U.S. population (according to 1990 census data) confirms that the population is increasing in diversity and is made more complex by regional differences in cultural diversity.



SOURCE: U.S. Department of Commerce (1991a)

Figure 2. Percentage of U.S. population, by race and Hispanic origin: 1970 to 1990



SOURCE: U.S. Department of Commerce (1991a)

Figure 3. Percentage of distribution of race and Hispanic origin groups, by region: 1990

THE WORLD VIEW COMPONENT OF CULTURAL IDENTITY

One who studies other cultures seriously will soon realize that members of groups other than one's own often perceive nature, the importance of time, or the significance of community through an entirely different point of view. Therefore, as career educators encounter students from diverse backgrounds, they must come to understand the concept and implications of a "world view" approach. Jackson (1975) and Sue (1975) defined world view as how a person perceives his or her relationship with the world. World views are composed of attitudes, values, opinions, and beliefs. World views are influenced by cultural heritage and life experiences, and subsequently they affect how a person thinks, makes decisions, behaves, or defines events (Sue 1981).

Throughout the history of the United States, members of the dominant cultural group have been in a position to maintain world views indicative of a Eurocentric perspective. The result for African Americans, Native Americans, Asian Americans, Mexican Americans, and other culturally diverse people has been to find themselves in a subordinate position within society and thus subjected to discriminatory practices. To understand better the relevance of this practice to different cultures, the concept of world view must include the interactional effects of many variables such as socioeconomic conditions, religious beliefs, and gender issues (Sue 1981).

Interactional conditions vary within cultural groups as well as between groups. They help explain why all members of a particular culture do not share identical views of the world. An example would be world views of an upper-socioeconomic class African-American family residing in the Atlanta suburbs compared to the world views of a lower-socioeconomic class African-American family residing in inner-city Chicago. The career educator interacting with children of these two families is advised to approach the task of cross-cultural understanding and effective communication through the use of a world view matrix based on Sue's (1981) model. Without such effort, career educators will probably interact and respond in accordance with their own conditioned values, assumptions, and perspectives of reality.

The Dimensions of Locus of Control

Internal Control (IC) and External Control (EC), dimensional concepts derived from the work of Rotter (1966), are applicable as an approach to multicultural understanding. Internal Control refers to the belief that people can determine the shape of their fate, that their actions are reinforcements to or a catalyst of events. External Control, on the other hand, refers to the belief that the future is determined more by luck or chance, that the actions of people are independent of rather than precipitators of events.

Rotter further stated that people tend to learn one of two world views: the locus of control rests with themselves or rests with some external force. Individuals found to be high on a scale of internal

control (Lefcourt 1966; Rotter 1975) exhibited the following traits: (1) greater attempts at mastering the environment; (2) superior coping strategies; (3) better cognitive processing of information; (4) higher achievement motivation; (5) greater social action involvement; and (6) greater value placement on skill-determined rewards. Additional research (Sanger and Alker 1972; Strickland 1973) found that culturally diverse groups and women are overrepresented on the external end of the IC-EC continuum. The implication for career education personnel is that culturally diverse students may exhibit a high external orientation ("There is nothing I can do about it," "It's no use fighting the system"), which may be misread as apathy, laziness, or uncooperativeness.

Although the Internal-External dimension is a useful starting point in developing multicultural understanding, it places little consideration on specific cultural differences or life experiences. For that reason Sue (1981) modified the IC-EC dimension for use with diverse cultural groups. The implication for career education personnel is that they should not assume high externality as an indicator of motivation when working with culturally diverse groups. In fact, high externality may be due to chance, cultural dictates that are viewed as benevolent, or the influence of prejudice and discrimination. An example would be an educator who works with a Native American student whose cultural values dictate an external orientation and who also faces an historical experience of oppression in the United States. To view the Native American student as high in external control, with all the assumptions of that trait attached, discounts the potential influence of realistic obstacles.

The Dimension of Locus of Responsibility

Attribution theory is a collection of ideas about when and how people form causal inferences; it examines how individuals combine and use information to reach causal judgments (Fiske and Taylor 1984). Research concerned with how people go about understanding other people and themselves was being conducted during the same period that Rotter drew his conclusions about individual orientation toward environment (externals) or toward self (internals).

When considered as a dimension, locus of responsibility is a measure of degree of blame or acceptance of responsibility, placed upon the individual or environment. An example would be the overrepresentation of African Americans who live at or below the poverty level in the United States whose lower standard of living could be attributed to personal inadequacies or attributed to discrimination and lack of opportunities. Envision locus of responsibility as a continuum where at one end blame is placed on the individual and at the other end blame is placed on the system. Is blame placed only at either end of the continuum adequate as an explanation for poverty? Is blame placed only at either end of the continuum adequate for use with culturally different groups?

Rather than use a simplistic view of locus of responsibility, Sue (1981) suggested that people refrain from perpetuating the myth about a person's ability to control his or her own fate. Career educators must come to understand that a young African-American male may be quite realistic when he reports that institutional racism prevented his employment. It has not been a part of the history of this country for all people to be able to "make it on their own."

Sue's Formation of World Views

Sue's (1981) matrix of Locus of Control shows how both locus of control and locus of responsibility may be placed to intersect and thus form four quadrants:

1. Internal Locus of Control - Internal Locus of Responsibility (the IC-IR position)

2. External Locus of Control - Internal Locus of Responsibility (EC-IR)

3. Internal Locus of Control - External Locus of Responsibility (IC-ER)

4. External Locus of Control - External Locus of Responsibility (EC-ER)

If career educators knew a student's degree of internality of externality on the two dimensions, it would be theoretically possible to place the student into a quadrant.

Quadrant I (IC-IR) is a view typical of Western culture: There are feelings of high internal personal control combined with personal attributions for success or failure ("I made it happen," "I am successful"). A high value is placed on self-reliance, pragmatism, individualism, status through achievement, and control over nature and others. The individual is held accountable for all that transpires. Most middle-class white Americans would fall into the IC-IR quadrant. Career educators must recall that culturally diverse students may not be self-assertive or able to benefit from a self-help instructional approach.

Individuals in quadrant II (EC-IR) are most likely to accept the dominant culture's definition of self-responsibility yet exhibit very little control over how their role is defined by others. EC-IR individuals work hard at not being different but do not really participate in the majority culture. An example would be an African-American student who was not selected for a summer internship at a local business, was told she lacked skills in interviewing, and later discovered that, if selected, she would have been the first and only African American to work for the firm. The key point is the dominant-subordinate nature of the relations between the two cultures.

In quadrant III, EC-ER individuals feel very little can be done about prejudice and discrimination. Injustice is out of their control and not their responsibility. They likely will either give up or try to placate those in power. EC-ER is a factor in "learned helplessness" and can become a never-ending cycle; individuals exposed to prolonged lack of control in their lives may develop negative expectations about future events that are indeed controllable. An example would be a Native American who selects his/her seat in the rear of the classroom because it is his/her "place."

IC-ER (quadrant IV) individuals are culturally different people who do not accept their difference as due to their inherent weakness. They believe they can shape their future if given the chance; however, they are realistic about the barriers (prejudice and discrimination) to be faced and overcome. Racial pride, close identity with their cultural group, and perhaps some degree of militancy may be seen in the IC-ER position. IC-ER individuals tend to see problems external to the person and demand action on the part of others. Career educators are likely to be seen as a part of the establishment that has oppressed culturally diverse groups; issues of credibility and trustworthiness are likely to be raised.

Education in this country tends to fall in the IC-IR quadrant. Students are seen as able to take action and be responsible for

their behaviors (both success and failure). Career educators need to recognize the quadrant most reflective of their teaching style and to recognize and legitimize the quadrant in which others' world views may fall.

Students in the IC-ER position may be very difficult to work with in the school setting. They may require action in the community such as setting up job interviews or helping fill out job applications. The EC-IR student may feel self-hatred, and a reeducative process may be necessary to make the student aware of the wider sociopolitical forces at work. EC-ER students must be taught new coping skills to deal with people. Career educators may be required to "engineer" successful experiences for students in this quadrant.

The culturally effective career educator is the one most able to generate the widest repertoire of skills consistent with the lifestyles and values of culturally different students. A balance must be reached between questioning and giving suggestions. Career educators need to understand that each world view has positive aspects. The role of the career educator is to help culturally diverse students integrate aspects of each world view that will maximize her or his effectiveness and well-being (Sue 1981).

CAREER ISSUES FOR A DIVERSE POPULATION

The rapid shift in the United States during the late 1800s and early 1900s from an independent, agriculture-based society of small farmers to that of an interdependent, industrial-based society of employees resulted in extensive social change (Purkey and Schmidt 1987). From the turn of this century, vocational guidance and career education programs were implemented to help individuals deal with both interpersonal and job training issues. These programs were heavily influenced by or were a product of historical events such as the Industrial Revolution, the social reform movement of the early 1900s, the influence of World Wars I and II on psychometric testing and placement, civil rights legislation, political action committees, and other events.

Many authors (Herr and Cramer 1988; Super 1980; Zunker 1990) have defined career development as an aspect of the interaction of psychological, sociological, economic, physical, and chance factors that separate work roles, settings, and events from other roles. The increasing complexity and interrelatedness of roles enacted by individuals within the context of society bring such definitions into question. How relevant for diverse populations are current definitions (and practices), especially those based primarily on a white male, middle-class population?

Career Development and Educational Programming

The evolving concept of career development serves to summarize, explain, and predict a variety of personal choices related to an individual's total life-style. Examples of these personal choices include occupation, education, personal and social behavior, learning how to learn, social responsibility, and leisure-time activities. Theory must be examined to enable understanding of the behavior of individuals, with regard given to cultural group affiliation, and to make suggestions about appropriateness of use of specific techniques and labor market information (National Occupational Information Coordinating Committee 1986).

A number of theoretical orientations (such as learning theory, personality development, or behavior change) have formed the basis of educational practices and programs within career education and have met with varying degrees of success. The effect has been a continuing, yet resolved, effort to prepare students and adults adequately for contemporary work settings. It must be pointed out that theories predominantly derived by white males for a white male, middle-class population may have limited value for culturally diverse populations. Practice must be driven by theory that attends to how cultural values and influences unfold in education and the world of work.

Developmental theorists have had a significant impact upon career education during the last half of this century. Havighurst (1952) and others identified programming and age-related developmental tasks that vocational and career educators can use as an indication that a problem-solving skill has been acquired. Developmental tasks

can be employed to assist students in making varied educational, social, and career decisions. Career development theorists appreciate how intraindividual differences affect growth and development throughout the life span (Ginzberg 1972; Super 1984). The developmental approach was in part a reaction to structural theories that focus on the structure of individual differences in a person's characteristics as they influence career behavior (Crites 1981; Holland 1985).

Career development theories acknowledged the importance of self-concept and promoted the resolution of individual identity issues. Both elements are crucial for career development and career education of culturally diverse individuals. "Diagnostic" terminology has often worked against diverse cultures but is circumvented or unnecessary when a developmental approach is used as a base for career education programming. Finally, relevance and practicality (connectedness) to real-world experience is especially important to culturally diverse populations; both are provided through self-understanding, in occupational terms, of life roles.

Although career education and career development are not synonymous terms, efforts made in one domain by necessity involve the other. Typically, the mission of career education in the public schools is to provide programs for all youth and adults who need, want, and can benefit from offerings that (1) are capable of meeting students needs, interests, abilities, and aspirations; and (2) are responsive to actual or anticipated opportunities for employment or practical life application. The specific purposes of career education are to (1) prepare for initial employment or further education; (2) prepare for making informed consumer decisions and applying practical life skills; (3) assist in making educational and occupational decisions; and (4) assist persons who are differently abled because of academic, socioeconomic, or physical influences that affect their ability to succeed (North Carolina Department of Public Instruction 1987).

Individual states have targeted specific groups to receive career education even when resources are limited; thus groups of students have been "prioritized" to receive services. In order of priority, these groups may include the following (ibid.):

- Students at risk of dropping out of school or desiring immediate employment upon graduation
- Students in training or education below the baccalaureate degree level
- Students seeking skills for use in efforts where monetary compensation is not normally received such as homemaker or volunteer work
- Students engaged in collegiate efforts in fields related to vocational education
- College students engaged in programs not directly related to vocational education but desiring to acquire various career skills for personal or other reasons

Diversity in School and Work: Economic Implications

It appears there is little in state or federal mandates that would stand to impede members of specific cultures; yet there is great variation in success among culturally diverse students. High school graduation rates and economic factors are limited but are important indicators of what could be called "rates of success" among culturally diverse students.

In order to make comparisons, assume that most young adults over age 24 will have terminated their secondary school experiences due to graduation (high school diploma or equivalent) or will have dropped out. Recent data indicate that 86.2 percent of all U.S. citizens (aged 25-34) report having attained 4 years or more of high school (USDC 1991b). In comparison, similar figures for African Americans and Hispanics are 80 percent and 58 percent, respectively (USDC 1990b; USDC 1991b).

Economic indicators, in terms of level of income, could arguably be called an indicator of success of educational programming. After adjusting for inflation, African-American and white family income was not significantly different in 1987 than it had been in 1979. The relationship in 1987 between African-American median family income ($18,100) and white median family income ($32,270) has not changed significantly in the last decade. African-American families were about three times more likely to be poor than white families (USDC 1990a).

Income and earnings figures from 1989 disclose that the median income of Hispanic families ($23,400) was less than non-Hispanic families ($35,200). More than double the proportion of Hispanic families lived below the poverty line in 1989 (23.4 percent) than non-Hispanic families (9.2 percent) (USDC 1990b). Therefore, poverty and disparate levels of income (when compared to the white population) are very real issues for African Americans and Hispanics.

The rates of success among individuals with diverse backgrounds appear to change slowly. The coming century is projected to be characterized by social, demographic, and economic circumstances reminiscent of those that gave rise to the counseling and vocational education profession at the turn of the last century. Demographic changes could lead to unprecedented employment opportunities for culturally diverse individuals who are educationally and vocationally prepared. However, if present educational and occupational trends continue, minorities will certainly face a greater likelihood of unemployment or employment in lower paying jobs. Career educators and counselors, unlike their predecessors, have access to a body of knowledge that underlies the impact of gender, race, and social class on behavior (Hawks and Muha 1991).

When broad categories of concerns receive limited resources, the results are curtailed distribution of funds, materials, and efforts. Education (particularly preventative measures) has not received the emphasis or priority necessary to bring about true change for significant numbers of people. Despite sincere efforts, there currently exists an unacceptably high dropout rate in both public schools and at the college level. This underachievement means a loss of human potential that is incalculable and real-world experiences that result in disparate income levels and life-styles for culturally diverse groups. As mentioned earlier, elected officials, early in 1991, took a stand against political tyranny and oppression abroad. They should do no less to eradicate poverty and oppression on the home front by increasing the emphasis on education and subsequent opportunities for meaningful employment.

A MULTICULTURAL FOCUS ON CAREER DEVELOPMENT AND CAREER EDUCATION

Earlier chapters presented an overview of the multicultural nature of U.S. society and discussed the implications of diverse world views for career development and career education. This chapter examines in more detail studies and theories that support a multicultural focus in career education and development.

General Trends

Spokane and Hawks (1990) reviewed selected career development literature published in 1989 and conducted research to ascertain who seeks career services, what interventions are employed, and what conceptual models or frameworks are used for delivery of services. Of particular concern was that very small percentages of African American, Hispanic, Asian American, and Native American clients were reported as being seen. Slightly more women (55.3 percent) received services than did men (44.5 percent). The average client seeking services for career issues was characterized by practitioners as highly educated, white, affluent, and highly motivated. Though the literature on at-risk and culturally diverse clients has expanded considerably, in practice few culturally diverse clients actually receive services. Populations most in need of career services may be those least likely to receive them.

Intervention method clearly affects the attractiveness of the strategy when working with culturally diverse students or clients. For example, structured family methods were more effective with Hispanics than was a psychodynamic approach (ibid.). It was suggested that highly structured approaches to intervention may be more beneficial for culturally diverse clients. Very little work has been done to design career developmental systems with the specific needs of diverse populations in mind. In way of practice, individual career counseling was found to be by far the most common intervention mode. Interventions often consisted of exploration, assessment, narrowing of the range of alternatives under consideration, integration of needs with labor market constraints, and engagement of an action plan. Although career education, career development, and career counseling are vigorous, growing, and sophisticated fields, practice reflects a reliance on the familiar and the comfortable: practice does not reflect all of the advances in the field of vocational behavior, nor does it seem particularly responsive to pressing societal needs (Spokane and Hawks 1990).

Baker's (1990) practical guide redefines the role of the classroom teacher and offers suggestions and activities on how to improve the classroom environment for academically at-risk students. Many of Baker's suggestions are useful for teaching students from diverse backgrounds. The guide contains strategies to motivate discouraged and disengaged youth but acknowledges the need for restructuring the traditional educational system. No additional training or materials are required to employ the techniques discussed.

All contributors to Baker's work were interviewed and observed in the classroom. The guide assumes that there is visible administrative support for teachers' efforts and that the classroom teacher is instrumental in bringing about an effective learning environment. Included in the guide are sections that emphasize the following: (1) relevance of curriculum to student needs; (2) individualized instruction, active learning, and role modeling; (3) counseling, advocacy, and improved student-teacher relationships; (4) community relationships that connect the classroom to the real world; and (5) career preparation for living in a multicultural world. "Essential ingredients" are listed for each subject area and contain recommendations from practitioners (Baker 1990).

Several major trends have been identified by Johnson and Packer (1987) for the U.S. work force by the year 2000:

- Growth in the population and the work force will be slower than in the past half century.
- The population and work force will be older and the pool of young workers will be smaller.
- Women will continue to enter the work force in significant numbers.
- There will be more culturally diverse people and immigrants in the work force.

The result of these changes is greater diversity; in fact, only 15 percent of the new entrants in the work force in the United States are projected to be white men.

Pine and Hilliard (1990) pointed out that racism appears to be increasing. Although the United States is a multicultural society, it is far from being pluralistic. To function in a pluralistic world, educators must provide **all** students with a high-quality education that will enable them to function successfully in an interdependent, multiethnic, multicultural, and rapidly changing world and workplace. Diversity in the student population exists but is not appreciated or valued.

School statistics demonstrate that students of color experience a disproportionately high rate of dropping out of school, suspension, expulsion, placement in classes for mentally or behaviorally handicapped, and placement in other than college preparation tracks. Public schools are monocultural with a curriculum dominated by the attitudes, beliefs, and value systems of one race and class of people. Children of color face the expectations by educators to be bicultural, bilingual (if English is not their primary language), and bicognitive. Pine and Hilliard (1990) suggested that educators establish goals that work toward examining and appreciating individual differences. Some of these goals could be to confront and challenge racism (beginning with their own internalized fears of diversity), increase the pool of culturally diverse teachers, implement a multicultural curriculum, improve pedagogical practice, teach character development, and improve self-esteem.

Stimulated by the impact of California's increasing growth, economic development, and cultural diversity, McCune, Apolloni, and Meucci (1989) assessed the current ability of California's educational system to meet the needs of students who are limited in English proficiency and who are academically and economically disadvantaged or handicapped. Rapid changes in the economy (such as those experienced in the early 1990s) can pose potential threats to a state's economic well-being (a possible decline in industry and manufacturing, reductions in exports, worldwide competition, and others). An essential element

for the maintenance and expansion of California's (and any other state's) economy is a well-educated and well-trained work force. The report recommends that provisions of special needs education programs be used to redesign vocational and career education programs.

Gender Issues

Arbona and Novy (1991) reported an uneven distribution of occupations in the labor market according to both Holland typology and educational level. The Holland typology (1985) assumes that in this culture, people and work environments can be categorized by personality and work demands, respectively: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Realistic jobs (involved with technical and mechanical competencies) are the most abundant and require low levels of education, whereas Artistic (involved with unstructured and creative acts) and Investigative (involved with the observation and creative investigation of phenomena) jobs are scarce and often require at least a college degree. There is more even distribution of work among the Social (involved in activities to inform or train others), Enterprising (involved with the manipulation of others to obtain organizational or self-interest goals), and Conventional (involved in conventional activities such as keeping data ordered, keeping records, or operating business machines) categories. Additionally, various types and levels of work are unevenly distributed among gender and ethnic groups. Women, in general, tend to be overrepresented in the Social and Conventional jobs, whereas African-American and Hispanic men and women are overrepresented in low-level Realistic jobs and underrepresented in all other types of work.

Career aspirations are defined, for the purposes of Arbona and Novy's (1991) study, as the occupation students wanted to pursue if there were no reality constraints; career expectations were defined as the occupation students expected to pursue, taking into account reality factors. With these two definitions in mind, Arbona and Novy undertook an investigation that examined the correspondence of ethnic group membership and gender to beginning college students' career aspirations and expectations and the correspondence between students' expectations and the distribution of jobs in the labor market. The results suggested that African-American, Mexican-American, and white beginning college students (whether male or female) did not differ markedly in terms of the Holland career type to which they aspired. Thus, although the association between ethnicity and career expectations was statistically significant, there appeared to be other factors besides ethnicity related to students' career expectations.

In analysis of the findings, few differences were found in the career aspirations and expectations among African-American, Mexican-American, and white students. Gender was more closely associated with career choice than ethnicity for Mexican Americans and whites; gender was more closely associated with career expectations than with aspirations. The implications for career educators and counselors revolve around issues concerned with college women who aspire to nontraditional careers but who do not expect to be able to pursue such careers. In summary, career education and career counseling theory, research, and practice need to go beyond exploring the characteristics of individuals and examine the broader social and economic context in which students will attempt to act on their career choices (Arbona and Novy 1991).

The Women's Educational Equity Act Program (WEEA) findings (Education Development Center 1980) of a decade ago remain accurate and bring painful awareness of how little progress has been made in career education for nontraditional occupations. By the first or second grade, children are already aware of stereotypical racial and gender roles. The result is a tendency to eliminate from consideration many career possibilities. Traditional career patterns can be unwittingly reinforced in educational institutions where students are formally introduced to a variety of occupational role models unless a concerted effort is made to do otherwise. Occupational segregation into traditional female roles creates a double limitation on women of color because their career outlook is restricted by both race and gender.

Trabajamos! (Education Development Center 1980) is a series of games and activities designed by WEEA to help portray non-sex-stereotyped, nontraditional occupational roles for Hispanic females. Available in both Spanish and English versions, the three-part, three-week program introduces students to individuals employed in nontraditional positions (dentist, bus driver, nurse, secretary, principal, fire fighter, letter carrier, police officer, construction worker, doctor, and others). The series is intended to encourage a wider range of occupational choices based on the child's interests and abilities, to present positive role models from the Hispanic female's culture, and to enhance developmental skills while maintaining and cultivating the child's own language and culture. The materials are sensitive to the cultural, linguistic, and regional differences among Spanish speakers. The program is appropriate for use in both social studies or language arts classes. A teacher's guide is included that contains lesson plans, objectives, follow-up activities, and means of evaluation.

Evans and Herr (1991) stated that, in choosing a career, African-American women may be influenced by perceptions of both racism and sexism. A large percentage of African-American women's aspirations have clustered in career areas that provide services primarily for the African-American community and traditionally include the fields of education, social science, medicine, and law. The additive effect of racism and sexism places African-American women in occupational double jeopardy and at a developmental plateau. To survive dual discrimination in the workplace, African-American women have developed a system of coping that anticipates such discrimination, lowers or alters career goals, and internalizes attitudes that cause deterioration of self-esteem and self-confidence. To avoid the adverse effect of racism and sexism on career aspirations, the authors suggest that African-American women decline to participate in a particular activity that may have a negative impact on career development, modify life-styles, or redirect ambitions and goals. The perceptions held by African-American women present unique challenges for the professional who counsels or provides career education for this population (Evans and Herr 1991).

Yang (1991) pointed out that Asian Americans have been referred to as the "model minority, forgotten minority, or advantaged minority." Many stereotypes of Asian Americans are often generalized to the various Asian cultures but only serve to limit understanding. For example, Chinese-American women are a subgroup whose cultural values and specific career needs remain unexpressed and unresolved. Yang attempts to describe the ingrained cultural values that have had an impact on Chinese-American women, identifies vocational barriers, and provides implications for counseling and career education.

Failure to recognize the complex historical, social, political, and economic constraints of Chinese-American women's experiences contributes to mystification in their treatment. Career development barriers include universal women's issues but are compounded by traditional reinforcing factors such as discrimination in politics, economics, and education; some social systems are viewed as an extension and projection of patriarchal family dynamics. Yang (1991) assumes that much of her discussion could apply to other Asian-American women whose cultural heritage has been similarly influenced by Confucianism, Buddhism, and Taoism. The concepts presented may be more applicable to first and second generation immigrants than to later generations who may be thoroughly assimilated into U.S. culture.

Communication Issues

McCune, Apolloni, and Meucci (1989) recommended a wide range of strategies and argued for a comprehensive view of high quality career-vocational education consistent with the needs of a truly multicultural state. The report called for activities that--

- increase vocational educators' cultural self-awareness, awareness of diverse populations, and factors influencing achievement;
- provide educators with information about exemplary programs and practices;
- provide training to increase knowledge and skill levels of educators to serve students more effectively; and
- increase career educational opportunities for exceptional children.

The report examined the potential role of career education in ensuring valued roles in society for all children, including culturally diverse populations and those individuals with special needs.

Project CAREERS, undertaken by the New York City Board of Education (1986), was a multisite project that provided bilingual instruction in mathematics, science, and social studies with relevance to career education for Hispanic, Chinese, and Haitian students in grades 9-12. Instructional goals included (1) basic academic skills instruction in both English and students' native language; (2) increased self-concept through study and appreciation of students' native cultures; (3) encouragement of retention, academic achievement, and high school graduation; and (4) acquisition of basic skills and orientation toward careers in health, law, business-related, and other fields.

An analysis of Project CAREERS showed that students mastered criterion-referenced English language achievement goals in excess of minimum expectations, obtained high passing rates in native language arts classes, met business and health career course objectives, and had lower dropout rates when compared with students not participating in Project CAREERS (New York City Board of Education 1986). Further refinement of the program could be made by additional leadership involvement, additional staff communication and development, further curriculum development, career development that is more systematically incorporated into classroom activities, additional technological support (computers), and adequate facilities.

Lucas, Henze, and Donato (1990) found eight features believed to be important in promoting the academic success of students whose primary language is other

than English. Hispanic students comprised the largest English-as-a-second-language (ESL) group of students in the research. Academic success was enhanced when--

-- value was placed on the students' languages and cultural diversity was celebrated;

-- high expectations of students were made in direct and concrete form;

-- school leaders made the education of ESL students a priority by demonstrating a strong commitment to raising their achievement levels;

-- staff development was designed to help all staff serve students more effectively;

-- courses and programs were specifically designed for ESL students;

-- counseling programs targeted the students for services;

-- parents were encouraged to become involved in their children's education; and

-- school staff shared a strong commitment to empower ESL students through education.

The study of six schools, though limited in nature and scope, reiterates the need for strong school leadership, parent. involvement, a proactive counseling program, and ongoing staff development. The work is especially helpful due to specific and detailed examples for implementation of each key feature. The authors determined that schools that are successful with ESL students place a high priority on services and project nurturing attitudes that go beyond academic instruction (Lucas, Henze, and Donato 1990).

Culturally Diverse Populations in Transition

The National Occupational Information Coordinating Committee (NOICC) launched the National Career Development Guidelines initiative in 1986 (McCormac 1990), which represented a nationwide effort to foster career development at all developmental levels using the best materials developed by states, professional associations, and local institutions. An extensive advisory, review, and validation process resulted in statements of desired student outcomes, counselor competencies, and institutional capacities. The results of the efforts were to set standards for career guidance and education.

Several specific factors bring McCormac's (1990) work to mind when providing career education for culturally diverse individuals:

- Career development is indeed a lifelong process.
- Business and economic environments are becoming increasingly complex.
- Labor force demographics, gender role changes, and corporate reorganization have increasing influence on economic environments.
- Social changes include more working hours, more females and culturally diverse individuals in the work force, and more frequent job or occupation changes.
- Many adults are now seeking career education and career guidance.

Increasingly, NOICC is finding that adults of all ages and educational levels are seeking assistance with career decision making. The latest National Career

Development Association (1989) national survey found that 7 percent of adults needed help in the past year in selecting, changing, or getting a job. Differences were found on the basis of race with 6 percent of whites, 8 percent of Hispanics, 15 percent of African Americans, and 19 percent of Asian Americans reporting a need for assistance in the job market. Those in the 18- to 25-year-old group were most likely to express a need for assistance. Nearly two-thirds reported they would like to get more information if they could chart their career paths again (McCormac 1990).

By cultural group, African Americans (79 percent), Hispanics (75 percent), and Asian Americans (71 percent) are more likely than whites (63 percent) to express a desire to get information about job and career options. Thus, the survey findings lead to some important conclusions: (1) a significant number of workers need assistance in selecting, changing, or obtaining a job; (2) young workers and minorities are the ones who seem to be struggling most with getting a job; and (3) most Americans are not making adequate plans for entering the work force. Needs are identified that can only be addressed by an improved career education and career development delivery system. Highly trained counselors and career education specialists must provide leadership and work with teams at the local and state levels. State departments of education and professional organizations must continue to conduct research related to career development. To do otherwise will continue the adverse effect of untapped human potential (McCormac 1990).

Herring (1990) stated that career myths (defined as irrational attitudes about the career developmental process) have been generated from historical, familial patterns of career ignorance, or negative career experiences. Among Native American youth, several factors influence the presence of career myths: (1) limited research available on the psychological, philosophical, and career needs of Native Americans; (2) a continuation of Native American stereotypes; and (3) Native American youths' lack of career awareness and weak understanding of the information needed to pursue a particular career path.

The implications include a need both to enlarge and enhance research efforts and literature on all Native Americans (for example, expand research applicable to Native Americans living outside Western reservations). School materials must be purged of any illustrations, photographs, and references that inaccurately depict Native Americans. A comprehensive career education program needs to be designed that presents Native American role models for nontraditional career clusters (Herring 1990).

Vocational realism can be defined as the compromise between occupational aspirations and expectations or the extent to which an individual's intelligence is matched to the level needed to be successful in her or his expected, preferred, or aspired-to occupation. For young African-American males, a number of factors are related both to vocational development and vocational realism. These factors affect both choice of college major and expected occupation. Students become more vocationally realistic as they grow older, but more information and research is needed about how that development occurs, especially for culturally diverse populations (Bowman and Tinsley 1991).

Cheatham (1990) recalled numerous efforts to analyze the limited progress made toward reversing the chronicity of problems faced by African Americans. African Americans continue to experience dispro-

portionate underemployment and unemployment. In the past 2 decades, attempts to reverse or improve labor market accessibility for African Americans have been primarily concerned with external forces such as hiring goals, educational programs, and graduation rates. Interventions focused on the dynamics of internal forces (such as the individual's psychological motivations, personal orientation, and social beliefs or values) have been more limited. Through a seminar approach, counselors have attempted to increase African-American parenting skills, develop more positive self-concepts, and promote leadership skills. Specific attempts have been made to encourage parents to spend more time (quality and quantity) rearing and nurturing their male children, that is, to the extent of time spent with female children.

Cheatham (1990) questioned the sufficiency of practices that focus on developing individual adequacy and competence or fail to take adequate account of the characteristics of the experience of African-American families in U.S. society. Current efforts to "help" African Americans assume that acquisition of personal competencies and skills or behaviors will reverse the negative effect of U.S. societal organization, including labor market forces. In fact, the prescriptions and methods need concurrent analyses that enable identification and incorporation of African Americans' values, truths, and meanings.

In a heuristic model of Africentricity and career development, the Eurocentric social order is infused with the Africentric social order to obtain a respectful portrait of the client. Distinct characteristics of both Africentrism and Eurocentrism are acknowledged with the suggestion that career education and counseling interventions be judged appropriate and meaningful to the individual's reality. The legacy of the African-American experience and resulting social order is compared and contrasted with the effects of a parallel but differing social order experienced by white society. For African Americans, not all outcomes are the same but as the two social orders evolve, experiences that may be potentially disabling for one person may be potentially enabling for another. Perhaps a Eurocentric social order has had a predominant effect on the career development process whereas the influence of the Africentric social order has been tentative and indirect. Reciprocity and complementarity of elements of the two orders better serve African Americans' career development by shifting from a universal perspective that emphasizes concepts that are applicable to all cultures to a culture-specific perspective that promotes respect and incorporates the values and truths of each of its co-cultures (Cheatham 1990).

Only fragmentary knowledge of Asian-American career development is evidenced in the literature (Leong 1991). Most career development theoretical orientations and career education interventions have been derived from small samples of white, usually middle-class, men. There exists a deficit in the knowledge base in spite of an expressed high need for career education and career counseling services by Asian Americans. There has been an increasing recognition of the important impact of the differential attributes of clients on the outcome of various career interventions. Cultural background is a dimension in which students may vary. The influence of client attribute-treatment-interaction (ATI) may be particularly relevant to career development given individuals' unique sets of cultural values and personality characteristics.

The purpose of Leong's (1991) study was to determine whether Asian-American college students have, compared to white

American college students, different career development attributes (career maturity, vocational identity, and decision-making styles). The data support some significant differences on career development attributes and occupational values: (1) Asian Americans exhibited higher levels of dependent decision-making styles; (2) Asian Americans exhibited lower levels of career maturity; and (3) Asian Americans showed significant differences in terms of placing greater emphasis on earning a good deal of money, gaining special status and prestige, and having a stable, secure future (extrinsic and pragmatic occupational values). The implication of the research for career education and career counseling is that differences in career development exists between white and Asian-American college students that may result in Asian-Americans exhibiting more dependent decision-making styles and lower levels of career maturity. The results suggest a more directive and structured approach to career education and counseling, and they support the idea that Asian Americans may not expect or want to view career choice as implementation of one's self-concept (Leong 1991).

Haycock and Duany (1991) point out that 1 of 10 public school students in the United States is of Latin heritage and the percentage is expected to double by the year 2030. Forty percent of Latino students do not graduate from high school and half of those dropouts have completed less than ninth grade. New census data find Latinos geographically concentrated in nine states, mostly in the Southwest. Schools cannot attribute lack of achievement to personal, family, or cultural characteristics. The authors suggest that schools appear to put less of everything into the education of Latino and other students of diverse backgrounds, in terms of experienced and well-trained teachers and administrators, a rich and well-balanced curriculum, and adequately equipped laboratories and libraries. For those culturally diverse students who attend schools with many resources, tracking or "ability grouping" has essentially a segregating effect.

In order to increase achievement, a concerted effort must be made to place highly competent, trained, and skilled educators along with effective administrators in public schools, especially those with a culturally diverse student population. Also, expectations and goals must be set realistically high; more must be expected of Latino and indeed all students. Finally, parents must become involved in the educational process and a stronger community support system must evolve (Haycock and Duany 1991).

Kavanaugh and Retish (1991) found that Mexican Americans are among the poorest of all culturally diverse groups in the United States and they attend public schools that are mostly segregated. They hypothesize that 10 to 15 percent of all Hispanic students who attend school suffer from some degree of malnutrition. The following barriers often faced by Mexican-American students impede academic achievement:

- Overcrowded and insufficiently staffed classrooms
- Parents who may project a less than positive outlook toward education
- Bilingual difficulties where the need to command the English language exceeds proficiency
- Bicultural issues
- Use and misuse of standardized testing
- Disproportionate placement in exceptional children's programs

These and other barriers result in very high (40 percent) dropout rates and underrepresentation of Mexican Americans in college.

A lack of academic achievement is a primary reason many Mexican-American students are placed on a vocational education "track," take a lot of vocationally related classes, and are not prepared for higher education. Kavanaugh and Retish listed seven specific public policy recommendations to include the Mexican-American experience in the classroom:

1. Include contributions of the culture.
2. Preclude thoughts of Mexican Americans as "culturally deprived."
3. Develop and interpret standardized tests in an unbiased manner.
4. Develop and use teaching materials that are ethnically and culturally unbiased.
5. Incorporate Mexican-American culture into curricula and subject materials.
6. Provide bilingual education for students who need it.
7. Increase the number of Mexican-American educators at all levels.

Scheetz (1990) summarized recruiting trends and expectations of employers hiring new (1990-91) college graduates based on an extensive study of 549 agencies, military services, and school districts. Of significant interest to career educators of culturally diverse students are anticipated changes in hiring trends, percentages of individuals with diverse backgrounds, qualities desired in new college graduates, and job categories experiencing most growth. Other topics include job opportunities by geographic region, starting salary averages and anticipated increases, factors influencing the 1990-91 job market, influences of political factors (such as the invasion of Kuwait), campus recruitment activities, effect of career objectives on resumes, indicators of future job performance, changing attitudes and interests among college students, positions available to liberal arts majors, technical job opportunities, turnover rates, and job opportunities for graduates interested in changing careers. Of career development relevance is advice for first- and second-year college students on preparation for initial work experiences and the first 5 years on the job.

Additional survey analysis found that a slight majority of employers felt grade point average was a good indicator of future job performance in some fields, but many felt it was just one of many indicators. Grade point average is not a good indicator of future performance in fields that require strong social, communication, or interpersonal skills. Nor are grades highly correlated with common sense, integrity, cooperation, adjustment to the workplace, or problem-solving abilities. Additional factors that influence future job performance were prior work experience, a desire to excel, motivation to achieve, team player skills, willingness to work, overall college experience (including extracurricular activities), people-oriented/interpersonal skills, and strong communication ability (Scheetz 1990).

Treacy's (1981) work remains an important source of material and information. One of three in a series, the 1981 guide contains listings of behavioral objectives for grades K-12 organized around eight career education themes (self-awareness, career awareness, educational awareness, economic awareness, decision making, beginning competencies, employability skills, and appreciation and attitudes), a career education resource listing, and annotated bibliographies listing materials

on school-to-work transitions, multicultural children, exceptional children, the disadvantaged, and inservice training. The guide consists of extensive teacher-developed and teacher-tested learning activities for use in grades 10-12. Activities in the guide can be incorporated into existing curricula in the following subject areas: art, biology, business, chemistry, English, foreign languages, counseling, health, physical education, home economics, industrial arts, mathematics, music, science, social studies, and special education. Activities address the eight themes and can be infused into existing curricula.

Early vocational educators, who began their work during the enormous demographic and economic transitions of the Industrial Revolution, were committed to social change as well as the vocational development of individuals. However, their absence of reference to the accomplishments of diverse cultures may have unintentionally set limitations for individuals with diverse backgrounds. Indicative of unintentional bias were statements in early vocational literature that described Italians as suited for work in the confectionery industry due to the "adaptability and quickness or the race" to that kind of work (Hawks and Muha 1991).

With a solid knowledge base, career professionals have the potential to redress some of the inequities perpetuated by economic and educational systems through a recommitment to career education, career development, and career counseling; ensuring equal access to career services; and changing the context of intervention in consideration of individual variables. Recommendations for practice include fostering intrinsic motivation in students by emphasizing student-generated versus counselor- or teacher-transmitted knowledge; incorporation of the student's language and culture into educational programs; involving the culturally diverse community, especially parents, in the program; and advocating for students by viewing problems primarily as a result of the system rather than a flaw within the students (Hawks and Muha 1991).

IMPROVING THE MULTICULTURAL COMPETENCE OF CAREER SPECIALISTS

The status of culturally diverse students in schools has changed profoundly over the last 3 decades. These changes have been exacerbated in the 1990s as many school systems find themselves populated with a majority of students who are members of culturally diverse populations. Educators concerned with these changes have spent many hours engaged in research, identification of strategies, or discussions designed to encourage culturally diverse students and to help them appreciate their own worth and value. These collective efforts have led to significant changes in the schools and much has been accomplished. What has not been done, however, is a consideration of the context in which these changes have taken place. What is needed is change within the institutional structures to encourage and support the accomplishments of **all** students.

Educational systems must engage in a careful and systematic examination of the values being taught and how these values affect students. It is time for educational systems to become responsive to the values, ideas, beliefs, talents, hopes, dreams, and visions of all students, including children with culturally diverse backgrounds.

The magnitude of the task of reshaping educational systems or the individuals who work in them cannot be underestimated. The previous section reported many studies and theories that focus on the career education of culturally diverse students. The recommendations made here are designed to mobilize individuals in educational systems to rethink the way they do things relative to the culturally diverse.

Although the focus will be primarily on improving the competence of individuals working in systems, there are a number of institutional (system) priorities that must be clear if the people who work directly with students are to implement changes. First, there must be a strong commitment from the leadership of educational systems to the career education and career counseling of culturally diverse students. Second, the system must be willing to investigate its practices in terms of which values are being promoted by which practices. Third, the system must ensure that those individuals willing to implement changes are supported in their efforts. Fourth, the institution must communicate that it values diversity. Finally, school systems need to engage in a strategic planning process related to the career education of culturally diverse students. School systems need to include as a part of this planning process the numbers of school personnel who are culturally diverse, plans for improving the multicultural competence of all its staff, goals for educational achievement for culturally diverse students, and how policies will be implemented relative to culturally diverse students. Such a planning process would include an ongoing evaluation of program effectiveness in meeting the goals established in the planning process. For direction in establishment of multicultural planning and setting strategic goals, school administrators can seek input from professional organizations such as the National Career Development

Association (NCDA) and the American School Counselor Association (ASCA).

The Cross-Cultural Awareness Continuum

The cross-cultural awareness continuum depicted in figure 4 (Locke 1986) serves to illustrate the levels of awareness through which school personnel must progress in order to provide effective and relevant career education experiences for culturally diverse students. The continuum is linear and arranged hierarchically with each level building upon those before it. Obtaining competence in cross-cultural relationships is best described as a lifelong, ongoing process, rather than a product of a knowledge base or previous experience. Thus, the process of growth from self-awareness (Level 1) to acquiring career education skills/techniques (Level 7) is flexible and accounts for the fact that individuals never achieve absolute mastery of any of the awareness levels.

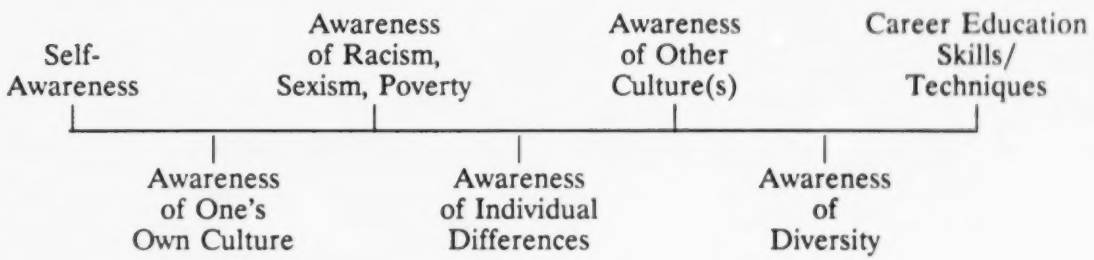


Figure 4. Cross-cultural awareness continuum

Self-Awareness

The first level through which school personnel must pass is self awareness. Self-understanding is a necessary condition before one begins the process of understanding others. Both intrapersonal and interpersonal dynamics must be considered as important components in the projection of beliefs, attitudes, opinions, and values. This process of introspection is a vital element of understanding one's own culture and is necessary before a framework can be created with which to explore cultural phenomena at the various levels.

Awareness of One's Own Culture

Educators bring cultural baggage to the educational situation, baggage that may cause certain things to be taken for granted or may create expectations about behaviors and manners. For example, consider the reasons for choosing the career you selected. What messages were communicated to you via your culture that contributed to the process of selecting that particular career? What part did role models play in the selection of your career? What basic cultural values are the foundation of your career?

Awareness of Racism, Sexism, and Poverty

Racism, sexism, and poverty are all aspects of a culture that must be understood from the perspective of how one views their impact upon oneself and how one views one's own effect on others. The words themselves are obviously powerful terms and frequently evoke some

defensiveness (Locke and Hardaway 1980). Even when racism and sexism are denied as a part of one's personal belief system, individuals exist as a part of the larger culture. Even when the anguish of poverty is not felt personally, poverty is a factor with which the career educator must come to grips in terms of personal beliefs regarding financially less fortunate people. The educator must explore issues that relate to the cause of and solution to the poverty status of individuals or groups.

Exploration of the issues of racism, sexism, and poverty may be facilitated by a "systems" approach. Such an exploration may lead to examination of the differences between individual behaviors and organizational behaviors, or what might be called the difference between personal prejudice and institutional prejudice. The influence of organizational prejudice can be seen in the attitudes and beliefs of the school system in which the educator works. Similarly, the awareness that church memberships frequently exist along racial lines or that some social organizations restrict their membership by gender or race should help school personnel come to grips with the organizational prejudice that they may be supporting solely on the basis of participation in a particular organization.

Awareness of Individual Differences

One of the greatest pitfalls of the novice educator is to overgeneralize things learned about a specific culture as applicable to all members of the culture. A single thread of commonality is often presumed to be interwoven among the group simply because it is observed in one or a few member(s) of the culture. Most generalized assumptions about people are sometimes true about some individuals in some circumstances. On the contrary, cultural group membership does not require one to sacrifice individualism or uniqueness. A response to the educator who feels all students should be treated as "individuals" is that students must be treated as both individuals and members of their particular cultural group.

Total belief in individualism fails to take into account the "collective family-community" relationship that exists in many cultural groups. A real danger lies in the possibility that school personnel may unwittingly discount cultural influences and subconsciously believe they understand the culturally diverse when, in fact, they view others from their own culture's point of view. In practice, what is put forth as a belief in individualism can become a disregard for any culturally specific behaviors that influence student behaviors. In sum, educators must be aware of individual differences and come to believe in the uniqueness of the individual before moving to the level of awareness of other cultures.

Awareness of Other Culture(s)

The four previously discussed levels of the continuum provide the background and foundation necessary for school personnel to explore the varied dynamics of diverse cultural groups. Most cross-cultural emphasis is currently placed upon African Americans, Native Americans, Mexican Americans or Hispanics, and Asian Americans. Language is of great significance and uniqueness to each of these cultural groups, rendering standard English less than complete in communication of ideas. Mastery of another language is indeed helpful but not required for awareness of other cultures. However, it is necessary for school personnel to be sensitive to words that are unique to a particular culture as well as body language and other

nonverbal behaviors to which cultural significance is attached.

Awareness of Diversity

The culture of the United States has often been referred to as a "melting pot." This characterization suggests that people came to the United States from many different countries and blended into one new culture. Thus, old world practices were altered, discarded, or maintained within the context of the new culture. Obviously, as change is a constant agent, some actual "melting" occurred. Yet, for the most part, many cultural groups did not fully participate in the melting pot process. Thus, many African American, Native American, Mexican American, and Asian American cultural practices were not welcomed as the new culture formed. In fact, members of these culturally different groups have been encouraged to give up their cultural practices and to adopt the values, beliefs, and attitudes of the "melting pot."

Of more recent vintage is the term "salad bowl," which implies that the culture of the United States is capable of retaining aspects from all cultures (the various ingredients). Viewed in this manner, people are seen as capable of living, working, and growing together while maintaining a unique cultural identity. "Rainbow coalition" is another term used in a recent political campaign to represent the same idea. Such concepts reflect what many have come to refer to as a multicultural or pluralistic society, where certain features of each culture are encouraged and appreciated by other cultural groups.

Career Education Skills/ Techniques

The final level on the continuum is to implement what has been learned about working with culturally diverse groups and add specific techniques to the repertoire of career education skills of school personnel. Before a career educator can work effectively with students of diverse cultural heritage, he or she must have developed general competence as a facilitator of personal growth. Passage through the awareness continuum constitutes professional growth and contributes to an increase in overall effectiveness but goes much further than that. School personnel must be aware of learning theory and how theory relates to the development of psychological-cultural factors. Educators and counselors must understand the relationship between theory and strategies or practices. Most important, school personnel must have developed a sense of worth in their own cultures before attaining competence in providing meaningful career counseling for culturally diverse students.

A level of cross-cultural understanding will not substitute for demonstration of specific skills. If educators and counselors lack competence in the professional skills, no amount of multicultural awareness will compensate for this inadequacy. In fact, it appears that for effective multicultural educational experiences to occur, the advantage goes to the counselor who has a great deal of counseling competence rather than to the counselor who has little counseling competence and a great deal of multicultural understanding.

Concerned educators have long wrestled with issues of professional development. Issues of multicultural competence are important to the professional development of all educators. The recognition of this need implies acceptance by educators of the need to bring career education experiences into harmony with the cultural experiences of students from diverse cultural backgrounds. This goal is not easy since it requires a focus on both content

and process. The change in content is simple and easy. Educators need only to ensure that curriculum materials reflect content related to various groups in the culture. Changing the process is not as easy since it involves the beliefs, values, and attitudes of each educator, individually.

Strategies: Conclusions in Content and Process

The strategies that follow are divided by content and process. They can increase the capacity of counselors and career educators to educate students within their cultural context and thus make the most of their capabilities and talents. Strategies for improvement in multicultural content include the following:

1. Develop attitudes, skills, and techniques so that knowledge of human relations, including racial and ethnic relations, can be translated into learning experiences for students.

2. Conduct surveys of present curriculum materials being used to ensure accurate representation of racial and ethnic groups in all careers.

3. Identify and use supplemental materials that provide additional information on varying racial and ethnic groups. Include curriculum materials and information on all cultural groups present in the classroom, the school, or the school district.

4. Select subject matter content and materials that foster cultural pluralism. Use diverse individual and community characteristics and resources to supplement text material so that students see a connection between the subjects they are studying and their careers after graduation.

5. Evaluate ways in which topics related to racism, prejudice, and discrimination can be reflected in instructional materials.

6. Increase personal knowledge of other group customs, values, language, contributions to society, social structure, and other elements of racial and ethnic identity.

7. Collect materials that portray culturally diverse groups in positive ways and request that these materials be added to school libraries.

Multicultural competence is much more than ensuring that course content is reflective of various racial and ethnic groups. The process strategies that follow (Locke 1989) are aimed at providing career educators and counselors additional ways to improve multicultural competence. The strategies are as follows:

1. Be open and honest in relationships with culturally diverse students and encourage culturally different students to be open and honest with you about issues related to their cultures. Talk positively with students about their physical characteristics and cultural heritage. Make it clear that a person's identity is never an acceptable reason for rejecting him/her.

2. Learn as much as possible about your own culture. One can appreciate another culture much more if there is first an appreciation of one's own culture. Understand, honestly face, and improve the knowledge of yourself and this will lead to positive reactions to others.

3. Seek genuinely to respect and appreciate culturally diverse attitudes and behaviors. Demonstrate that you both recognize and value different

cultures. Provide opportunities for students to interact with other students who are racially and culturally different from themselves. Help students learn the difference between feelings of superiority and feelings of self-esteem and pride in one's heritage.

4. Take advantage of all available opportunities to participate in activities of cultural groups in their communities. Invite persons from the various communities to your classroom or school throughout the school year. Work to understand and analyze the development of students' social, home, and community relationships. Try to obtain direct involvement with members of racial and cultural groups and/or with organizations working to improve human relationships, including intergroup relations.

5. Keep in mind that all students are both unique individuals and members of their cultural group as well. Strive to keep a reasonable balance between your views of students as unique beings and cultural group members.

6. Eliminate all your behaviors that suggest prejudice, racism, or discrimination against culturally diverse populations and do not tolerate such behaviors from your students or your colleagues. Teach your students how to recognize stereotypes and how to challenge biases. Involve students in taking relevant action on issues important in their lives.

7. Encourage teachers and administrators to institutionalize practices in each school that acknowledge the contributions of various racial and ethnic groups. Strive to work together toward agreed-upon solutions and interactions with respect for differences.

8. Hold high expectations of all students and encourage all who work with culturally diverse students to do likewise. Initiate activities to build identity and teach the value of differences among people.

9. Ask questions about the culturally diverse. Learn as much as you can about the various cultural groups and share what you learn with your classes and your colleagues. Recognize that the cultural heritage of the student is as much a part of what makes up that student as his or her physical characteristics.

10. Develop culturally specific programs to foster the psychological development and the career development of all children.

Educators have struggled long and hard with a variety of approaches related to multicultural career education. The issues have been addressed from the perspective of a need for educational systems to examine the values being taught and how these values affect the dominant culture and members of culturally diverse groups. Needed changes have been examined from the perspective of both content and process. It is recognized that many attempts at altering the educational system to educate all students have failed and some have even worked to the disadvantage of culturally diverse students.

Any successful strategies must begin with a system focus on issues of cultural diversity. System priorities must serve as the foundation for any efforts by individual educators. The commitment of the system to meaningful career education, coupled with a belief that students can learn and want to learn, and educators

and counselors who value the worth and dignity of all students, will result in successful experiences for all. The picture that emerges is one of a school where teachers and counselors are interested in students, students are interested in learning, cultural diversity is valued, and career education goals are achieved.

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